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AUTHOR Hahn, Christine T., Comp.
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ABSTRACT

This 30-item annotated bibliography provides access to information concerning the development and use of tests and procedures for evaluating student attitudes toward reading. Based upon a computer search of five data bases--Educational Resources Information Center (ERIC), Psychological Abstracts, Exceptional Child Education Abstracts, Sociological Abstracts, and Comprehensive Dissertation Abstracts--it cites research reports, journal articles, dissertations, and tests published from 1961 to 1976. Reports describing the measurement of attitudes of elementary and secondary school students and of adults are cited. A subject index using ERIC index terms is included. (CP)

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MEASURING ATTITUDES TOWARD READING

TM006 972

MEASURING ATTITUDES TOWARD READING

AN ANNOTATED ERIC BIBLIOGRAPHY

Compiled by

Christine T. Hahn

June 1977

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION
EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540
609-921-9000

PREFACE

The Educational Resources Information Center (ERIC) is operated by the National Institute of Education of the United States Department of Health, Education, and Welfare. It is an information system dedicated to the improvement of education through the dissemination of conference proceedings, instructional programs, manuals, position papers, program descriptions, research and technical reports, literature reviews, and other types of material. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using information which was previously unpublished or which would not be widely disseminated otherwise.

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ABOUT THE BIBLIOGRAPHY

This bibliography was compiled to provide teachers and researchers access to information concerning various tests and procedures used to evaluate students' attitudes toward reading. It is not limited to any educational level. Five data bases were searched by computer for this bibliography.

ERIC data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines, covers over 800 journals, technical reports, monographs, and other scientific documents. Exceptional Child Education Abstracts (CEC), a data base concerned with published and unpublished literature on the education of handicapped and gifted children, covers such sources as books, journal articles, teaching materials, and reports. Sociological Abstracts, an index covering literature in sociology and related disciplines, scans over 1200 journals and serial publications a year. Comprehensive Dissertation Abstracts is a definitive subject, title, and author guide to virtually every American dissertation accepted at an accredited institution since 1861, and to thousands of Canadian dissertations.

For ERIC documents (those with an ED number appearing at the end of the bibliographic citation) the following information is presented when available: Personal or corporate author, title, date of publication, number of pages, and availability information. These documents may be purchased in hard copy or in microfiche from the ERIC Document Reproduction Service (EDRS). Price information and an order form are

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Journal articles (those entries appearing with an EJ number or otherwise identified as journals by the bibliographic citation) are not available from EDRS. However, most of these journals are readily available in college and university libraries as well as some large public libraries.

All entries are listed alphabetically by author and are numbered. An abstract, or in the case of most journal articles, a shorter annotation, is provided for each entry. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is also provided. Numbers appearing in the index refer to entries.

1. Alexander, J. Estill, and Filler, Ronald Claude. Attitudes and Reading. Reading Aids Series. 1976. 80 pages. ED 126 491.

   This monograph seeks to help teachers focus on the development and maintenance of positive attitudes toward reading. Selected research studies are reviewed in order to delineate variables apparently associated with attitudes. Techniques for assessing attitudes are also reviewed, and advice is given on kinds of item-sampling, methods of administration, interpretation, validity, and reliability. Specific attitude scales for grades one through three and for grades four through six are included. A separate chapter describes ways to assist students in developing and maintaining appropriate attitudes toward reading. A checklist of practices to help the teacher develop and maintain positive attitudes, annotations of selected attitude assessment instruments, and a list of studies of student reading interests are also included.

2. Alexander, J. Estill, and Filler, Ronald Claude. Measures of Reading Attitudes. Elementary English, Vol. 52, No. 3, March 1975. pages 376-378.

   This article provides brief descriptions of eight measures of attitudes toward reading: the Estes Reading Attitude Scale (Estes); A Scale of Reading Attitude Based on Behavior (Rowell); the Reading Attitude Index (Powell); the Semantic Differential (Greenberg, and others); Projective Tests of Attitudes (PTOA) (Lowery and Grafft); the Incomplete Sentence Tests (Boning and Boning); the San Diego County Inventory of Reading Attitude; and the Reading Attitude Survey (Gurney).

3. Askov, Eunice N. Development of an Instrument Measuring Attitudes Toward Reading in Primary Pupils. February 6, 1969. 10 pages. ED 027 164.

   The development of the Primary Pupil Reading Attitude Inventory to measure recreational reading attitudes is described. Twenty second and third graders were interviewed to determine favorite after school and weekend activities. The nine most frequently named activities and three reading activities were then depicted by an artist in separate versions for boys and girls. Each of the three reading pictures was paired with each of the nine nonreading pictures, and 13 choices between two pictures of nonreading activities were included as distractors so that 40 total choices were required. The inventory was administered, and readministered a week later, to 73 second and third graders. A test-retest reliability coefficient was significant beyond the .001 level of confidence. The following fall, to obtain a measure of concurrent validity the test was administered to another group of 94 second and third graders. Their classroom teachers were then asked to select the 10 students with the highest and lowest interest in leisure time reading. A t-test indicated

that the means of the two groups were significantly different. Attitude inventory scores and achievement test scores showed no significant correlation. References are included.

4. Attitudes Toward Reading Scale. Pennsylvania State Dept. of Education, Bureau of Curriculum Services, 1975. 10 pages. ED 117 647.

   This reading attitude scale was designed to negate the tendency for students to indicate overly positive attitudes, a tendency which the authors feel is reflected in responses to other attitude scales. There are two forms of the scale: one for grades 1-3 and one for grades 4-6. The primary scale is read to the children and has a three choice format on a hand-scored answer sheet. The intermediate scale is read by the children themselves and has a five choice format on a machine-scorable answer sheet. The first six items ask for descriptive information. The remaining items are worded either positively or negatively, where positive attitudes are indicated by agreement with positively worded items and disagreement with negatively worded items. Scoring instructions are given. Reliability estimates for both forms are given as .85 to .90.

5. Bullen, Gertrude F. Bullen Reading Attitude Measure. Council for Public Schools, Inc., September 1972. 1 page. Not available separately. See ED 109 211.

   The Bullen Reading Attitude Measure (BRAM) is an instrument that was developed to serve as a diagnostic aid in assessing reading attitudes of elementary school children in grades one through six. The objectives of the test are to measure the subject's attitude toward reading at home or school, visiting the library, owning and buying books, receiving books as presents, and the concept of self as a reader. The test is in two forms: the primary grades (1-3) form is ten pages and takes 15 minutes to administer, the upper grade form (4-6) is five pages long and takes 20 minutes. There are illustrations with primary form and the upper form is written and all questions are color coded. Although the group tested in the study which developed the test were urban, white children, the results show that BRAM is a useful instrument in assessing reading attitudes and should be applied to other groups of children.

6. Bullen, Gertrude F. The Development and Validation of a Reading Attitude Measure for Elementary School Children. Final Report. Council for Public Schools, Inc., September 1972. 63 pages. ED 109 211.

   Validity and reliability studies of the Bullen Reading Attitude Measure (BRAM) were conducted on 291 white children in twelve

classes in two schools, grades one through six, in Fall River, Massachusetts. The instrument's validity was obtained by measuring the correspondence between respondents' answers given on the attitude subtests and their answers given during an interview and corroborated by answers given by parents in a mailed questionnaire. The reliability coefficients, determined by the test-retest method, were unusually high for attitude tests. The Bullen Reading Attitude Measure consists of subtests that measure different components of reading attitudes through the pair comparisons method. The primary pictorial form designed for children in grades one to three, measures attitudes toward reading at home, reading in school, and desire to receive books as presents. The written form designed for children in grades four through six, measures the same components as the primary form and two additional components--desire to visit the library and to purchase books. A unique feature of the BRAM is that it enables the examiner to know the relative strength of an attitude as well as its magnitude. This information is useful to teachers, clinicians, and researchers because it enables them to identify children who express consistent negative attitudes, or inconsistent positive attitudes, which demand differential treatment.

7. Bullen, Gertrude F. A Study in Motivating Children to Read. March 8, 1970. 23 pages. ED 040 018.

A determination as to whether more positive attitudes toward reading could be developed in elementary school children who, because of economic and cultural factors, had limited experience with books was sought in this study. Children from nonreading backgrounds were selected to take part in a books exposure program which supplemented the school's basic reading program. There were three experimental and three control classrooms at each grade level from 1 through 5. Each week teams of volunteers visited the experimental classrooms to work with small groups of 10 or less children. They tried to arouse and strengthen the children's interest in books. No volunteers worked with the control groups, but each of those classrooms contained a set of books which the children were allowed to take home. An attitude instrument was designed to measure the children's attitudes toward reading at home and at school, visiting the library, and buying books and receiving books as gifts. The program positively affected the attitudes of those children exposed to the experimental situation. Tables are included.

8. Dattilo, Rosanne. Once You've Enjoyed a Good Kiss, You'll Want to Kiss Some More: Reading and Measurement in Secondary Schools. English Journal, Vol. 63, No. 8, November 1974, pages 54-58.

After suggesting a method for English teachers to promote positive

student attitudes toward reading, this article describes four ways to measure this attitude change: (1) an attitude scale, administered at the beginning and the end of the year; (2) the student's written responses to literature, recorded periodically in a journal and later assessed for attitude growth; (3) small group discussions, allowing students to share their responses to literature; and (4) the periodic recorded observations of the classroom teacher.

9. Deck, Dennis, and Barnette, J. Jackson. Measuring Attitudes Toward Reading in Large Scale Assessment. Pennsylvania State Univ., Center for Cooperative Research with Schools, April 1976. 21 pages. ED 128 407.

   Attitude toward reading is an important educational outcome and evaluative criteria due to its relationship to reading behavior and the refinement of reading skills. However, existing scales for assessing reading attitudes are invalid, are constrained by a ceiling effect, or are difficult to administer. A reading attitude assessment package was developed to overcome some of the inadequacies of these scales. The resulting measures were reliable and special provisions were made for testing primary level students. The relationship of the scores to reading achievement, reading behavior, and home environment is discussed.

10. Elementary Reading Inventory. Elmira City School District, September 1969. 65 pages. ED 038 248.

    This comprehensive informal reading inventory was based on the Harper and Row Basic Reading Program. It includes four major sections: a reading attitude inventory, a phonics inventory, a word recognition checklist, and an oral and silent reading inventory. The reading attitude measure is a list of 25 questions to be read silently and answered with yes or no or with a one-word response. Word recognition lists of 20 words each at levels preprimer through grade 6 are provided. Separate phonics inventories based on the skills sequence of the Harper and Row Reading Program are provided for preprimer through grade 3. The phonics inventory for grades 4 through 6 consists of 20 nonsense words. If the student reads these words aloud successfully, no further testing of phonics is suggested. Both an oral and a silent reading selection are included for grades 1 through 3. For each selection there are motivating questions and four to six comprehension questions, noted as either factual or inferential. One longer selection (about 200 words) for oral and/or silent reading is included for each of levels 4, 5, and 6. A chart of the number of errors which indicates the independent, instructional, and functional levels for each selection is provided. A summary survey form and references are included.

11. Estes, Thomas H. Assessing Attitudes Toward Reading. May 1972. 10 pages. ED 063 077.

Based on the feeling that affective dimensions of reading are important and deserve evaluation, a scale is suggested to assess attitudes toward reading. The scale consists of a series of statements and five possible responses to each, ranging from "strongly agree" to "strongly disagree." Each response is given a numerical value; and the higher the score received by a respondent, the more positive his attitude toward reading is judged to be. A list of 14 criteria guide the formulation of appropriate statements for such a scale. Modifications in the scale and in the statements can be made to suit the reading abilities of given respondents. (A sample test, a scoring key, and references are included.)

12. Estes, Thomas H. Attitude Toward Reading: Alternatives in Assessment. March 1975. 11 pages. ED 105 415.

This paper discusses change and development of student attitudes, especially in reading, and several alternative methods which are available for measurement and observation of change in attitudes. Important considerations for the reading teacher who is interested in developing student attitudes include establishing a positive environment which makes reading a pleasant experience, setting purposes for reading which avoid negative consequences, and projecting a positive attitude toward learning and the students. Suggestions for measuring attitude include using a Likert method, using stimulus situations which differ only in the presence or absence of reading or books, and using a scale for judging plausibility of arguments.

13. Estes, Thomas H. A Scale to Measure Attitudes Toward Reading. Journal of Reading, Vol. 15, No. 2, November 1971. pages 135-138.

Presented in this article is the procedure followed in preparing a scale to measure students' attitudes toward reading. Twenty-seven high school and elementary teachers in the Charlottesville, Virginia area were requested to contribute statements which would elicit student responses reflecting their attitudes toward the activity of reading. From a pool of statements, the teachers selected 28 items for the try-out scale, which was administered to 283 pupils in grades 3-12; specifically, to two classrooms of pupils at each grade level. Resulting data were analyzed in a two-stage procedure. First, an estimate of the scale's general performance was secured through computation of the mean, standard deviation, and reliability data. Second, item discrimination analysis was used to assess each item for its discrimination of high scorers from low scorers on the scale. Directions for the administration and scoring of the scale are included in this article.

14. Fiddler, Jerry B. The Standardization of a Questionnaire to Ascertain the Attitude Toward Reading of Sixth-Grade Pupils. Ed. D. dissertation, State University of New York, Buffalo, 1974. (UMI Order No. 74-14298, 203 pages.)

The purpose of this study was to construct and standardize a questionnaire to ascertain the attitudes of sixth-grade pupils toward reading. A criterion group of 30 pupils was identified by three determinants of reading attitude: judgments by (1) master classroom teachers, (2) the pupils' peers, and (3) the director of a university psychological clinic. The group included 15 pupils with highly unfavorable attitudes toward reading, and 15 pupils with highly favorable ones. To construct the questionnaire, a taxonomy of the affective domain in relation to reading was written, followed by the composition of possible reading items based upon that taxonomy. Distracting items were also selected to disguise the purpose of the questionnaire. Judges in the reading profession reduced the total number of items to a more manageable size. Next, a preliminary questionnaire was formulated and presented to the group. Using item analysis, 20 reading attitude items best discriminating between the two types of pupils were determined. A study of external consistency utilizing 657 pupils from various schools was then made of the validated instrument, yielding a test-retest reliability coefficient of .865. A stanine-based norms table for the questionnaire and descriptive labels for pupils at each level are included.

15. Francies, Hallie Davis. Attitude Measurement of Pupils with Varying Reading Abilities Semantic Differential Using Concepts Presented by Transparencies. 1972. 21 pages. ED 064 382.

Measurement of pupil attitudes can be influenced by the pupil's ability and motivation to read, particularly for those students whose ability is below average. To obtain a valid measure of sixth grade pupil attitudes as they related to Family Life education, the reading factor needed to be eliminated as much as possible. A test utilizing situational transparencies combined with a machine-scorable semantic differential instrument was devised. This method for measuring attitudes was tested on sixth grade pupils, checked by individual pupil interviews, and subjected to a series of factor analyses. The pupils responded favorably to the method used, and willingly indicated varying attitudes concerning the situations which were presented.

16. Greene, John F., and Zirkel, Perry A. A Review of Instrumentation to Assess Reading Attitudes in the Elementary Grades. April 1976. 19 pages. ED 131 088.

This paper reviews the literature pertaining to the measurement of

attitudes toward reading, and recommends a workable approach for the elementary grades based on available instrumentation. The preliminary section summarizes the findings of studies relating to the theoretical framework of the psychology of reading. Reading research findings relating to two particular personality factors, self-concept and motivation, are used as focal points. The principal section reviews available types of instrumentation for measuring attitudes toward reading. The major types of instrumentation reviewed are: projective techniques, ethnic-specific instruments, observer-report measures, verbal self-report instruments, and pictorial measures. The findings of over 35 separate studies concerning approximately 15 different instruments are included. In the concluding section, the authors recommend a multi-measure approach based on Rowell's (1972) observer-report instrument, and Estes' (1971) verbal report instrument. The development of a pictorial instrument based on elements of existing measures is also suggested.

17. Harvill, Leo M. Evaluation of Several Methods for Measuring Young Children's Educational Attitudes. South Dakota Univ., School of Education, May 1971. 38 pages. ED 056 059.

Five scales designed to measure the attitudes of young children toward arithmetic, reading, and art were developed. Two of the scales (Picture and Forced Choice) were ipsative in nature; the remaining three (Millimeter, Box, and Semantic Differential) allowed the child to express a more absolute attitude about each activity. The scales were administered to a sample of second and third graders and their teachers were asked to name those students who liked and those who disliked arithmetic the most. Intercorrelations were determined using the multitrait-multimethod approach. It was concluded that: (1) Group attitude scales concerning school activities can be administered to young children with few problems or errors; (2) Children most enjoyed the picture scale; (3) Ipsative attitude measures should be used with great caution; (4) Teacher nominations are not very valid as a criterion measure for primary grade attitude scales; (5) The two most promising types of scales were the Millimeter and Semantic Differential Scales; and (6) A method which may show some promise is the addition of pictures to these two scales for added interest and clarity. See TM 000 891-893 for descriptions of the scales.

18. Heathington, Betty Sue. The Development of Scales to Measure Attitudes Toward Reading. Ed. D. dissertation, University of Tennessee, 1975. (UMI Order No. 76-1947, 123 pages.)

The purpose of this study was to develop an instrument or instruments to measure the attitudes toward reading of children in grades one through six. The Likert-type scale was chosen as the

most appropriate type of instrument to meet established criteria. Two rural schools and two urban schools with normally distributed populations according to ability and socioeconomic levels were used in the study. Pilot work, consisting of individual interviews with children in grades one through six, was conducted to explore the area of reading attitudes and to obtain statements suitable for the attitude scale. Such interviews revealed that two scales were needed, one for grades one through three and one for grades four through six. The two attitude scales were administered to sample populations in the four schools. The final scales contain 20 items for the beginning level and 24 items for the second level. Answer formats were also designed for each scale. The scales were checked for reliability by the test-retest method and for validity by item analysis and by teacher rating of students with positive and negative attitudes. Diagnostic clusters of questions were developed for diagnosis. The scales were judged to meet the established criteria.

19. Heimberger, M.J. Sartain Reading Attitudes Inventory. April 30, 1970. 9 pages. ED 045 291.

This inventory was devised in order to measure how children feel about reading. It is divided into four sections--Recreational Reading, Work-Type Reading, Learning to Read, and Social Values--with a total of 37 forced-choice type of responses. Besides its ease of administration and scoring by the classroom teacher, it requires only 20 to 30 minutes to administer. Percentile norms for age levels (6-6 through 11-5) and for economic levels (lower, middle, and upper income) were set up from samples drawn from communities nationally representative of general socioeconomic levels. The total sample consisted of 1,093. The table of percentile norms included in this study showed that the age groups 8-6 through 9-11 demonstrated the greatest interest in reading and the age 10-6 through 11-5 group, the least. Because of the few children sampled at age 6-6 through 7-6, no conclusions could be made at this level. Contrary to expectations, the norms for the three socioeconomic levels did not vary significantly. The general opinion that children from the lower socioeconomic levels are less interested in reading than children who come from higher levels was not upheld. The Reading Attitudes Inventory is included.

20. An Inventory of Reading Attitude. Improving Reading Instruction, Monograph 4. San Diego County Dept. of Education, November 1961.

The San Diego County Inventory of Reading Attitude was developed as part of a reading study project in 1959-60 comparing three

approaches to reading instruction. The 114 items on the original instrument were item analyzed, and the 25 most discriminating items are included in the revised form. Data for standardization are presented for 381 primary-grade students and for 376 intermediate-grade students in San Diego, California. Tables report the norms as expressed in stanines. Teacher judgment of reading attitudes of the three students with poorest reading attitudes and the three students with best reading attitudes in each classroom are compared with inventory scores. The difference between the two groups was found to be significant well beyond the 1 percent level of confidence when independent teacher judgment of reading attitude was used as the validity criterion. Uses of the inventory discussed include group counseling, individual counseling, classroom research, inservice education, and parental conferencing. A copy of the inventory and an answer key are included.

21. Johnson, Simon. A Survey of Reading Habits: Theme 4, Literature. Education Commission of the States, National Assessment of Educational Progress, May 1973. 157 pages. ED 078 366.

Provided by the National Assessment of Educational Progress are the exercises in and results of a survey to determine attitudes toward literary instruction and to discover what types of literature individuals read and how often they read. Overall national results and results for such categories as region, sex, color, parental education, and size and type of community are given for the four age groups involved--9 year olds, 13 year olds, 17 year olds, and adults (26-35).

22. Mason, George E., and Blanton, William E. Semantic Constructs and Beginning Reading. December 1969. 16 pages. ED 037 311.

This study was designed to determine (1) the relevance of a child's "language map"--his expressed attitude toward reading as developed by early experiences with reading material and oral reading--to his potential reading achievement and (2) the accuracy of a previously developed instrument for measuring the "language map" and thus the semantic constructs of young children. The Individual Reading Interest Survey (IRIS) was given to 52 rural, disadvantaged children who were beginning the first grade in Florida and to a stratified sample of 143, 3-, 4-, and 5-year-old children in a University of Georgia project. The 42 IRIS questions were constructed to reveal the child's knowledge of and interest in reading. The Metropolitan Achievement Test (MAT) and the Metropolitan Readiness Test (MRT) were given to the 6-year-olds and the Wide Range Achievement Test to the younger children.

Although the MAT and MRT scores were most closely correlated, there was a significant correlation between the IRIS and other tests for 5- and 6-year-olds. Preliminary generalizations also concluded that the measure of children's "language maps" was reliable. Tables and references are included.

23. Mikulecky, Larry Joseph. The Developing, Field Testing, and Initial Norming of a Secondary/Adult Level Reading Attitude Measure That Is Behaviorally Oriented and Based on Krathwohl's Taxonomy of the Affective Domain. Ph. D. dissertation, University of Wisconsin, Madison, 1976. (UMI Order No. 76-28162, 287 pages.)

The Mikulecky Behavioral Reading Attitude Measure was developed to be a sound reading-attitude measure appropriate for use with mature readers. To establish the instrument on sound theoretical foundations, all items were written with direct reference to the Hovland-Rosenberg tri-component model of attitude and to the stages of Krathwohl's Taxonomy of the Affective Domain. A pool of 40 items, each of which was designed to reflect a specific Krathwohl sub-stage, was reduced to 20 items after considering the evaluations of a panel of judges familiar with Krathwohl's Taxonomy and after an item analysis. A graduate-level seminar on Affective Domain measurement helped survey and refine all items to reflect everyday reading-related behaviors thereby establishing face validity. Correlations of concurrent validity were established with such formal reading-attitude measures as the Estes Scale, the Dulin-Chester Scale, and the Kennedy-Halinski Reading Attitude Measure. To establish construct validity, five informal criteria for reading-attitude (Self-reported Liking and Amount of Reading, Teacher and Classmate judgment of reading-attitude, and Number of books read in 6 months) were administered along with the MBRAM.

24. O'Connor, William J. The Reading Apperception Test: An Exploration of Attitudes Toward Reading. Ed. D. dissertation, Oklahoma State University, 1968. (UMI Order No. 69-14306, 115 pages.)

This investigation explored the relationship between attitudes toward reading and reading ability. To ascertain such attitudes, a specific projective-type test, the Reading Apperception Test (The RAT), was constructed, having both test-retest and inter-score reliability. Attitudes were conceptualized in terms of approach and avoidance categories, including three components to each attitude: think, feel, and wish. Subjects consisted of 72 children (all male) enrolled in the Oklahoma State University Summer Reading Program. The children were classified into two major reading groups: average readers and severely disabled readers. In each reading group were two sub groups: those in grades 1-3 and those in grades 4-6. General findings indicated that attitudes toward reading were related to reading ability,

the specific reading situation, the components of attitudes: think, feel, and wish, and the direction of attitudes: approach or avoidance. The severely disabled readers displayed significantly higher avoidance attitudes toward reading than the average readers, with the remedial reading situation eliciting the strongest avoidance attitudes among the disabled readers, grades 1-3. Average readers had higher approach attitudes toward reading than their disabled counterparts, in both oral and silent reading situations. Specific results are discussed in detail and suggestions made for additional research.

25. Pumfrey, Peter D. Reading: Tests and Assessment Techniques. United Kingdom Reading Association, 1976. 157 pages. Available from International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 980, $5.00).

General considerations involving the use of reading tests, the selection of reading tests, and the construction of informal reading inventories are presented in the first section of this monograph. The second section is devoted to test information and is divided into the following four parts: some screening and diagnostic tests of physical aspects of children's readiness for reading, including tests of hearing, sight, visual-motor coordination, language, articulation, and vocabulary; recognized tests of reading-readiness; reading tests and batteries of tests, attainment and diagnostic; and reading attitude scales. The following information is included for most tests: name of test or battery of tests; author; country of origin of the test; publisher; publication date; age range of subjects for whom the test is intended; skills or other aspects of behavior tested or rated; average administration time; and brief description of the test and comments.

26. Redelheim, Paul S. The Construction of an Instrument to Measure the Attitude of Young Children Toward Reading. Ed. D. dissertation, University of Georgia, 1975. (UMI Order No. 76-14013, 173 pages.)

An instrument measuring the attitude of young children (kindergarten through grade two) toward reading was constructed, using photographs, ambiguous as to detail, with each representing a different reading situation. Subjects, 166 white middle-class children, were directed to view each picture and indicate whether they liked, disliked, or were unsure of what was happening in the photograph. Coefficients Alpha and test-retest reliability coefficients were computed as estimates of the internal consistency and stability of the scores obtained using the instrument. The values obtained for the Alphas were .94, .86, .82, and .88 for the kindergarten, first grade, second grade, and the composite respectively. Test-retest values for the same four groups were .65, .78, .79, and .75. Content validity was assured through the

use of judges who determined whether the stimuli represented reading situations. In order to estimate the criterion-related validity of the scores obtained using the instrument, subjects rated their own attitude toward reading and placed themselves in one of three attitude groups. Teachers also placed students in the same three groups. Correlations between total test scores and each of the two ratings consistently favored the students' self-ratings.

27. Rowell, C. Glennon. An Attitude Scale for Reading. Reading Teacher, Vol. 25, No. 5, February 1972. pages 442-447.

Development of an attitude scale for reading was explained. The first step involved selection of situations in reading that reflected the child's attitude toward reading; 16 situations were chosen such as the child's eagerness to visit the library. The scale was designed for observance over an extended period of time. Reliability and validity of the attitude scale were tested and found satisfactory by four teams of observers. The scale was thought to be useful in development of children's positive attitudes toward reading, especially those elementary school children having learning difficulties.

28. Stevens, George Leo. An Investigation of the Relationship between Adult Attitudes toward Reading and Reading Skills Before and After a Reading Improvement Course. Ph. D. dissertation, University of Maryland, 1974. (UMI Order No. 75-17907, 85 pages.)

The purpose of this study is to investigate the relationships between attitudes toward reading and the reading skills of a population of adults who are good readers. Two hundred adults enrolled in eight reading classes were involved in this study. Initially a reading test and a form of the Semantic Differential were administered to all subjects. The subjects then took a reading course designed to improve comprehension and speed. After the course, an alternate form of the same reading test and the same form of the Semantic Differential were administered to the subjects. The results of the study supported the hypothesis that the attitudes of adults toward reading are positively related to reading skills. The hypothesis that improvements in reading skills are positively related to improvements in attitudes had only minimal support from the data. The findings provided some support for the notion that there is a positive relationship between initial attitudes toward reading and reading skills improvement.

29. Summers, Edward G. A Review of Research and Bibliography on Published Attitudinal Instruments in Reading. 1976. 34 pages. ED 123 558.

The purpose of this review is to report an analysis of recent research related to measurement of attitudes in reading. It is based on a search of the literature published primarily since the late 1960's. The emphasis is on research related to attitudinal measuring tools rather than the results of research utilizing such tools. The review is organized into four sections. First, a number of studies reporting development of reading attitude measures are reviewed. Second, general criteria recommended for consideration in attitude scale development are presented. Third, some general comments about measuring reading attitude are made. Finally, a special reference section presents additional sources related to measurement and the affective domain, attitudinal measurement in education, and attitudinal measurement in reading. Reading attitude measures are noted as representing three categories: self report instruments, direct observation, and projective techniques. Criteria for reading attitude test development are item development, response set contamination, and statistical procedures. It is noted that adequate conceptualization and definition of reading attitude constructs is still a major problem in research in the field.

30. Welker, William A. Reading and the High School Student: An Attitudinal Approach to Reading. Reading Improvement, Vol. 13, No. 2, Summer 1976. pages 98-100.

This article reveals a unique "attitudinal" approach for the teaching of reading skills to secondary students. The primary aim of the program is to create in each student a positive self-image toward the reading process. The first section of the article deals with a brief summary of the program's initiation and objectives. An in depth discussion of student selection and class size is given. The area of student evaluation is covered, emphasizing the use of anecdotal records and the grading system. Program methodology is broken down into daily classroom procedures. The concluding section discusses program evaluation and the continuing need to update materials and techniques.

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